



What's inside:

- ✦ 135 National Leaders gather at Harvard to reimagine After-School
- ✦ Research shows the growing promise of After-School as a leading strategy to build 21st century workforce skills
- ✦ CEOs and civic leaders say the most important skills they needed to get ahead were learned out of school
- ✦ Symposium participants develop vision for After-School and debate challenges and opportunities

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May 6, 2004

Dear Symposium Participants and Friends of After-School Learning:

Those of you who gathered last week at the Harvard Graduate School of Education – state school superintendents and front-line educators; CEOs and academics – sparked an important conversation: a reimagining of after-school learning. We hope this symposium summary will help advance the dialogue.

For those not at the symposium, two themes are worth highlighting. The first was the challenge issued by our morning facilitator, Harvard Business School professor and change management expert, Rosabeth Moss Kanter; Kanter asked us to think anew about the People, Places, Time, and Skills that make up education. Who teaches and how? When? And where? What are the skills we need for the digital age? Kanter urged us all to imagine a kaleidoscope with these four elements of People, Place, Time, and Skills shifting and turning to reveal beautiful new visions and learning strategies.

The second big idea of the symposium was the notion that our economy now requires a distinct set of “21st century” or “New Basic” skills and that After-School could actually be our nation’s leading strategy to build these new workforce abilities. Wow! That’s Kaleidoscope Thinking! But so was universal public education just 150 years ago; or, just 50 years ago, the idea of college for all as a gateway to the middle class.

For After-School to reach its potential; for After-School to become a full partner with schools and parents in raising healthy, happy kids who have the skills they need to contribute, we must indeed Reimagine After-School. We need to plan and act boldly to build and strengthen the after-school sector and truly address the country’s big challenges. We hope this summary helps and that you will share it with others.

On behalf of the Symposium Steering Committee,

Eric Schwarz
President and Co-Founder
Citizen Schools

Reimagining After-School: Learning and Leading in the 21st Century

More than 135 leaders, elected officials, researchers, funders and practitioners from the fields of After-School, education, academia, business and youth work gathered at the Harvard Graduate School of Education on April 29, 2004 to begin a potent and exciting conversation about what Harvard Graduate School of Education Dean Ellen Condliffe Lagemann called a “a new frontier in education reform.”

Reimagining After-School was a one-day conference organized by the Harvard Graduate School of Education and Citizen Schools, with the support of the Civil Society Institute and the Nellie Mae Education Foundation. Conference participants were asked to imagine a new future for After-School as a crucial resource and opportunity for teaching the 21st century skills students need to succeed in the modern economy.



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Reimagining After-School was a beginning. It brought together leaders whose fields often bypass each other and increased collaboration. It was about planting the seeds for more conversations, more dialogue, and the beginning of a movement to capture the potential of out-of-school learning as a critical solution to creating an engaged citizenry, a stronger democracy and a competitive workforce armed with 21st century skills.

WHY NOW?

Why do we need to take another look at the role of After-School? The reasons are many and speak to the very fundamentals of how Americans live and work – and how those fundamentals have been transformed in recent decades. The United States is no longer a country where mom or dad is at home to greet the kids, supervise their play or drive them to Little League. According to U.S. Department of Labor, Bureau of Labor statistics, between 1955 and 2001, the percentage of mothers of children under 18 in the workforce grew from 27 to 72 percent.

The workforce and economy are changing in other ways as well. Dr. Richard Murnane, Professor of Education and Society at the Harvard Graduate School of Education, reported his research findings that show more and more young people are entering adulthood without the skills required to earn a middle class wage.



Harvard University Professor Richard Murnane shared results of his research about the changing nature of the American workforce. “Expert thinking” and “complex communication” are the new basic skills corporations need, and Murnane believes after-school programs are valuable environments to develop these skills. (Visit citizenschools.org/reimagining for a full report.)

Murnane’s research, conducted in collaboration with Frank Levy from the Massachusetts

Institute of Technology, shows that half of U.S. high school graduates do not have the “new basic skills” to succeed in the 21st century economy – skills such as the ability to solve semi-structured problems, work in groups with people from diverse backgrounds, and the ability to engage in complex communication. Without these abilities, Murnane noted, high school graduates will not possess the skills employers are looking for and will be destined for service sector jobs that do not pay enough to support a family.

Murnane noted that after-school programs can play an important role in helping children develop these skills.

“Children only learn expert thinking, complex communication and new basic skills by practicing them.

80% of a child’s waking hours are spent outside of school. Yet in Boston, public in-school funds dwarfed out-of-school funds by \$670 million to \$12 million in the year 2000.

Source: Parents United for Child Care, Meeting the Challenge, March 2001.

After-school programs are environments where they can practice, both individually and in teams, and learn to apply these skills in areas of interest to the children.”

At the same time, the after-school field – after years of fast growth – seems to be stuck. While an Afterschool Alliance poll shows 80 percent of Americans believe quality after-school programs are an “absolute necessity,” this broad and general support has not translated into passionate advocacy (complete poll results available at afterschoolalliance.org.) After years of rapid progress, public funding for After-School has leveled off, in part due to concerns about uneven quality. A U.S. Department of Education study (commonly referred to as the “Mathematica” study)

found many after-school programs lacking, beset with low attendance, high staff turnover, weak curriculum, and ineffective management.



Lawrencia Bannis, a Citizen Schools alumna and computer engineering technology major at Northeastern University, said the hands-on learning she gained while part of the Citizen Schools program in Dorchester, MA, has prepared her to join the 21st century workforce after College.



The United States is no longer a country where mom or dad is at home to greet the kids, supervise their play or drive them to Little League.

WHAT HAPPENED? WHAT DID PEOPLE WANT TO TALK ABOUT?

Reimagining After-School was a lively day of discussion, debate and dreaming. Each segment began with “firestarters,” speakers who provoked and prodded participants’ assumptions and imaginations. Participants heard from Citizen Schools Apprentices – middle schoolers who conducted a research project with CEOs to capture the impressions of business leaders about the role After-School played in their lives and in the success of their organizations. Attendees heard from Anthony Kirwan, Co-director of the Quality in Study Support in the United Kingdom who shared the British experience while providing thoughtful perspectives on the challenges in the U.S.

Here’s a brief summary of the themes and insights from the day.

The right people showed up.

Cynthia Billings, CEO of Plustime New Hampshire, celebrated how far the field has come. She noted that the conference was being held at the Harvard Graduate

After-School Assets: Symposium highlights 8 leading reasons to support After-School

1 After-School is a leading strategy to build 21st century workforce skills and strengthen the economy. Harvard Professor Richard Murnane noted that the 21st century workforce requires a new set of skills that half of all high school graduates are not receiving through school and that after-school programs are ideally suited to develop. (Visit citizenschools.org/reimagining for a summary of Murnane’s research.)

2 After-School is a great way to engage parents in their child’s education. Worcester (MA) School Superintendent James Caradonio said he feels the key to addressing the achievement gap is

to engage parents and that After-School provides a bridge to make this possible.

3 After-School can provide individual learning plans and success strategies for children. Fran Rodgers, Chairman of WFD Consulting, said the structure of After-School – with its small group sizes and mentor-rich environment – makes it possible to reach children where they are and provide individualized coaching to help them access the diverse educational and social supports they need.

4 After-school, out-of-school and informal education is becoming a leading National Science Foundation strategy to build science skills. TERC President Dennis Bartels related how recent National Science Foundation investments in studying and building science skills among children ended up being focused almost entirely on out-of-school learning. “Every leading proposal had at its center a plan to study science learning in less formal settings like after-school programs, which would have been unheard of 10 years ago,” said Bartels.

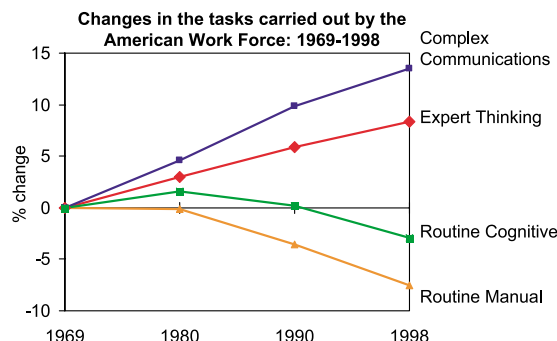


School of Education and that researchers, funders, corporate leaders, school superintendents and elected officials devoted a full day to attend – something she and others could only have hoped for even a decade ago. Corporate voices such as Ken Kay, President of the Partnership for 21st Century Skills, Michelle Sacconaghi of the Time Warner Foundation, and Brad Googins, Executive Director of the Center for Corporate

♦♦♦♦♦ **"I believe there is a place for me in the 21st century workforce, where I will thrive, grow, gain responsibility, and make a difference in society."**

– Lawrencia Bannis, lunch keynote speaker and Citizen Schools alumna

Citizenship at Boston College, made it clear there is growing interest and support among business for the role quality after-school programming can play in re-tooling the workforce for jobs in the modern economy. The presence of Providence Mayor David Cicilline and State Education Commissioners Nick Donahue of New Hampshire and Peter McWalters of Rhode Island was testament to the broad interest in a bolder vision for After-School.



Note: From chapter 3 of Levy- Murnane, *The New Division of Labor* (2004).

Figure 1: As the graph illustrates, the need for new basic skills has been on the rise for the past 30 years, while the need for manual skills has been on the wane.

A new vision of learning in America.

Rosabeth Moss Kanter, the Ernest L. Arbuckle Professor of Business Administration at the Harvard Business School, set the stage early in the conference. She urged participants to challenge their assumptions about time, place, people and skills when it comes to learning and education. And people responded. In group after group, a major theme emerged: participants believed learning needs a facelift in America. As John Falk, Director of the Institute for Learning Innovation said, we have allowed learning, education and school to become synonymous and the public and legislators equate learning to what happens in an institution. In fact, as participants pointed out time and time again, learning can take place anywhere and any time – in school and out of school;

After-School Assets: Symposium highlights 8 leading reasons to support After-School (cont'd)

5 After-School can address the growing achievement gap by addressing both "hard" and "soft" skills. Dr. Blenda Wilson, President of The Nellie Mae Education Foundation, said the growing rich/poor and white/black gaps in high school graduation rates and college attainment can be addressed through the combination of "hard" and "soft" skills developed in many after-school programs.

6 After-School is the nation's top training ground for leadership and teamwork skills and for the development of "social networks," according to 200 CEOs and top civic

leaders surveyed by Citizen Schools apprentices in preparation for the Symposium. In the same survey, corporate and civic leaders said that "leadership" and "teamwork" were two of the top three skills they needed to get to the top of their professions. (Visit citizenschools.org/reimagining for a summary of the research results.)

7 After-School can serve as a R&D lab for education reform and new learning initiatives. Tony Kirwan, a British after-school expert, and others said that After-School's flexibility and entrepreneurial mindset can help it serve as an incubator for authentic education reforms.

8 After-School can directly engage the broader citizenry in children's education, turning education reform from a spectator sport to a fully participatory national activity. By engaging mentors and "Citizen Teachers" of apprenticeships, After-School can engage the community and build the skills and networks of adults while also educating children.

✦ Rosabeth Moss Kanter, at the Harvard Business School, set the stage early in the conference. She urged participants to challenge their assumptions about time, place, people and skills when it comes to learning and education.

informally and formally; through play or through pedagogy. People encouraged the idea of building partnerships and breaking down silos between schools and After-School, so that we recommit to creating environments and opportunities for learning to happen, for young people and throughout all our lives.

After-School can help address the achievement gap, both in hard and soft skills.

Dr. Blenda Wilson, president and CEO of the Nellie Mae Education Foundation addressed the conference during the morning plenary, reminding participants that a focus on the achievement in gap is not enough. There is a growing opportunity gap between rich and poor kids, black and white, and after-school programs can and should play a vital role in allowing all children access to the skills, experiences and mentors they need to contribute and make their way as adults. The achievement gap was talked about in many group sessions, as people questioned how and where the learning required to develop 21st century skills takes place.

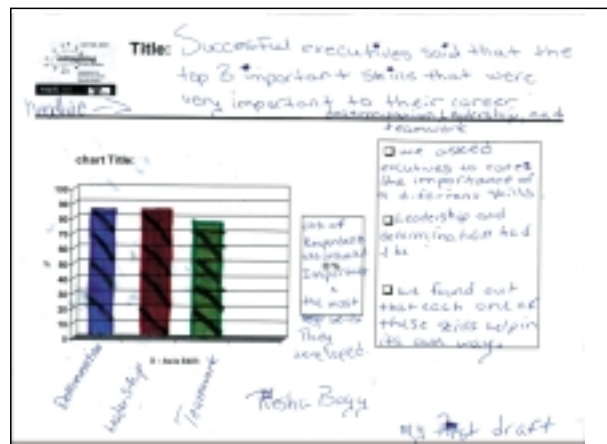


Figure 2: This graph was prepared by Citizen Schools apprentices as part of their research project to interview 200 corporate and civic leaders about the skills they think people need to succeed, and where best to develop those skills.

We need to capitalize on the assets and opportunities of learning outside of school.

Too often, the after-school debate is focused on deficiencies. Many at the conference focused on the assets of after-school learning and the opportunities to link those assets to the need for 21st century skill development. Dick Murnane told the group his research shows that quality after-school programs, with their emphasis on hands-on learning and small group work, are ideally positioned to help students develop the new basic skills they need for the new economy. CEOs interviewed by Citizen Schools Apprentices said the most important skills they believe are required for success – determination, leadership and teamwork – were learned out of school. Fran Rodgers, Chairman of WFD Consulting in Boston, said the structure of after-school programs where children and teachers have closer relationships, offer the potential to develop individualized learning plans for students that

9 skills for the new economy (as identified by the Partnership for 21st Century Skills)

Information and Communication Skills

Information and Media Literacy Skills: Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media. Understanding the role of media in society.

Communication Skills: Understanding, managing and creating effective oral,

written and multimedia communication in a variety of forms and contexts.

Thinking and Problem-Solving Skills

Critical Thinking and Systems Thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems.

Problem Identification, Formulation and Solution: Ability to frame, analyze and solve problems.

Creativity and Intellectual Curiosity: Developing, implementing and communicating new ideas to others, staying open and responsive to new and diverse perspectives.



encompass both formal and informal opportunities. Others spoke of the capacity for after-school programs to be entrepreneurial and innovative in ways that schools cannot, and said After-School can access existing networks and institutions in the community such as museums and libraries to create a broader environment for learning. Finally, many spoke to After-School as a place to bring young and old together, teachers and volunteers, mentors and students, parents and children.



The structure of after-school programs where children and teachers have closer relationships, offers the potential to develop individualized learning plans for students that encompass both formal and informal opportunities.

– Fran Rodgers, Chairman of WFD Consulting, Boston

We need to professionalize and value the field.

While the conference was focused on imagination and possibilities, the realities of people working in the after-school field were front and center in many conversations and breakout sessions. It was not all gloomy, however. Again, Tony Kirwan, sharing his experience in Britain, said evaluations they are conducting show that many teachers are moving to after-school environments to reconnect with why they chose teaching in the first place – the chance to build positive relationships with their students and teach through hands-on projects. Eric Schwarz said their experience of attracting teachers at Citizen Schools and the development of the masters program in out-of-school time at Lesley University are

positive signs that the profession holds hope and promise. Still, the challenges are there. Low wages, no benefits and few prospects for professional development are issues that must be addressed if the field is to attract the best and the brightest. And, as many pointed out, it is difficult to ask after-school staff to teach and foster 21st century skills of expert thinking and complex communications if they have not developed or been exposed to these skills themselves.

Changes need to be made in accountability systems for After-School.

Many conversations took place about how to measure, evaluate, prove, verify and quantify the results of after-school programs. Participants recognize the importance of evaluation and agreed that we need to re-examine what is being measured. After-school programs that become “more school” will have a hard time being accountable for raising standardized test scores and academic performance if schools themselves aren’t doing this with far more resources and time. Participants said that if the true value of after-school



Ken Kay, President of the Partnership for 21st Century Skills, told the symposium that of all the skills young people need in today's workforce, the ability to engage in self-directed learning and work is the most important. After-School, Kay said, is a promising way to hone these skills. (See the report at 21stcenturyskills.org.)

Half of U.S. high school graduates do not have the “new basic skills” to succeed in the 21st century economy.

Source: Richard Murnane and Frank Levy, Teaching the New Basic Skills.

9 skills for the new economy (cont'd)

Interpersonal and Self-Directional Skills

Interpersonal and Collaborative Skills: Demonstrating teamwork and leadership; adapting to varied roles and responsibilities; working productively with others; exercising empathy; respecting diverse perspectives.

Self-Direction: Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another.

Accountability and Adaptability: Exercising personal responsibility and flexibility in personal, workplace and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity.

Social Responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace and community contexts.

For a copy of the full report, visit 21stcenturyskills.org.

learning is that it complements school and offers opportunities for students to build and refine the 21st Century skills needed in today's workplaces, then that's what we should start to measure.

Powerful language to reflect powerful learning.

Many people said it in many ways: the after-school field needs a new language to define itself. In the

conference's closing session, Tony Kirwan from the U.K. said we need to redefine the brand so people clearly understand and value what After-School can provide. Dishon Mills, After School Programs Coordinator for the Boston Public Schools, challenged the group to act on the collective agreement for a new language. He said the field had been talking about the language issue for 10 years, and that the time for talking was over. The time has come to act. People pointed to the distinctions

between formal and informal education, school vs. after-school, and extra-curricular vs. curricular as contributing to marginalizing environments and opportunities where learning can happen. One of the breakout groups pointed to Early Childhood Education as an example of how language can support change. When the ECE field made the decision to change their terminology from child care to Early Childhood Education, it began to move from the margins to the mainstream. Gradually, legislative changes followed on a state-by-state basis,

79% of business executives and 92% of the public believe that youth and teens today need to learn different skills to be successful than what was needed 10 to 20 years ago.

Source: AOL Time Warner Foundation, 21st Century Literacy: A Vital Component in Learning, 2003. (Read about the research at timewarner.com/public_service/time_warner_foundation/foundation.adp.)

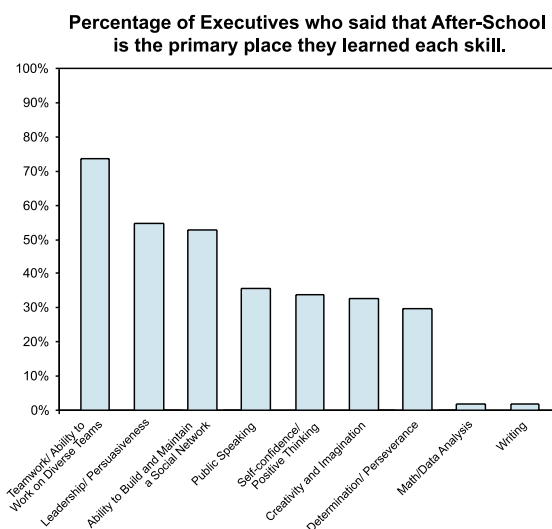


Figure 3: This graph was prepared by Citizen Schools apprentices as part of their research project. As the numbers show, out-of-school time played an important role in their development. As the numbers show, out-of-school time played an important role in the development of skills that corporate and civic leaders needed to succeed.

to the point today where discussions of universal Pre-K have entered the national political arena. Steve Seleznow of Venture Philanthropy Partners said the need to agree on language and vision is critical for the field because legislators and governments will define the field by the language we use.

WHAT HAPPENS NEXT?

As one conference participant remarked, we didn't get an airplane by tinkering with the train. It required a different look at transportation – a different framework for getting from here to there.

The same is true for After-School. If we take Dick Murnane's research to heart, if we listen to corporate

10 Cool Hopes and Dreams for After-School in 2020

In the morning session, participants were asked to imagine a Time Magazine Cover in the year 2020 focused on the After-School Revolution. Here are the top ideas – some serious, some whimsical – that made it to the front page.

10 "The skills I learned around conflict resolution through my time in after-school provided me with what it took to finally broker peace in the Middle East," Secretary of State Richard Holmes, alumnus of Citizen Schools.

9 Volunteering in after-school beats golf as leisure activity for retired boomers.

8 In U.K. it's the soccer clubs. In U.S. it's the malls. After-school programs grow where the kids are.

7 Landmark study shows after-school dramatically increases graduation rates, reduces juvenile crime.

6 Archeologists uncover after-school site – that was once considered separate from school.



leaders such as the Partnership for 21st Century Skills, if we examine how important out of school time was in our own development as people and leaders, if we consider the 80 percent of waking hours children spend out of school each day, we then need to take the energy, passion and ideas from this conference out of the room and ask others to reimagine what After-School should and can be. ■



If the true value of after-school learning is that it complements school and offers opportunities for students to build and refine the 21st Century skills needed in today's workplaces, then that's what we should start to measure.



Citizen Schools apprentice Richard Holmes and his colleagues from the Citizen School Apprenticeships at the Grover Cleveland Middle School (Dorchester, MA) and the Grady Middle School (Houston, TX) presented results from their research project to symposium participants. Visit citizenschools.org/reimagining for complete results.

SUGGESTIONS FOR NEXT STEPS

As a co-sponsor of *Reimagining After-School*, Citizen Schools hopes the symposium will help us move closer to the goal of making After-School a leading strategy for building 21st century skills. It was meant to be a spark, and as the themes outlined above show, sparks have started to fly. Here are small ways you can help:

- Send this document to your networks – co-workers, associates, other agencies, your elected representatives
- Convene a conversation of your own with other leaders and thinkers
- Post this summary on your web site
- Get this topic on the agenda of your next conference or meeting
- Encourage your members to call their local TV stations and ask them to air the Afterschool Alliance's new PSAs showcased at the conference
- Ask the candidates where they stand on the role of 21st century skills and engaged citizenry

Our commitment at Citizen Schools is to continue to act as a catalyst and connector, to find forums, opportunities and media to engage a wider circle of people and perspectives into this dialogue – a dialogue that is critical to the future of all of us in the century ahead.

10 Cool Hopes and Dreams for After-School in 2020 (cont'd)

- | | |
|---|---|
| <p>5 We are a nation of 350 million teachers and 350 million learners.</p> <p>4 Entrepreneurial youth sell cholesterol-reducing lemonade formula to food/drug giant Lipitate developed in after-school program in post-communist Moldavia.</p> <p>3 Suburban parents lobby for children to attend inner-city schools; after-school programs cited as superior.</p> | <p>2 Our children are healthier, happier, ready to contribute.</p> <p>1 "I can't believe we lost that bid," CEO of Haliburton upon losing \$10 billion after-school contract.</p> |
|---|---|

In the afternoon, participants broke into small groups to discuss next steps, priorities and actions required to move the dialogue forward. Three interconnected areas – Policy, Practice and Mindshare – were recognized as critical to achieving a new vision for After-School. Participants self-selected into one of the three topic areas. Here is a summary of the discussions about barriers and priority actions for each topic.

MINDSHARE

Two focus groups discussed the issue of how to make out-of-school learning top-of-mind among parents, educators, legislators, the media, funders and corporations. There continues to be a disconnect between polling numbers that show Americans strongly in favor of quality after-school programming and aware of its importance, and the willingness of people and organizations to engage around the issue.

Current Barriers

1. After-School is currently positioned as **extra-curricular**, **in-formal**, and **after-school**. This terminology diminishes its importance in relation to school and overlooks that After-School is a formal, potent learning opportunity. Public has not accepted that powerful learning can occur outside of school.
2. People like After-School but are not demanding improvements from their policy leaders. Lack of hard data to prove quality of programs and elevate urgency. “What will be the Sputnik for After-School?”
3. With the exception of sports, music, and Scouts, many after-school programs lack opportunities for community engagement through parent participation, public viewing of student projects, and community input in the model.
4. Two-thirds of voters do not have school-aged children.

Priority Actions

1. Position After-School as a formal, powerful learning mechanism that emphasizes hands-on learning and real-world skills. High-quality programs build important skills for work and life success.
2. Build quantitative case for the impact of After-School for different audiences. Strategically communicate these outcomes to build the after-school movement.
3. Change the frame of After-School to include to all social sectors. Position After-School as spanning class and community. Reach out to the suburban middle class.
4. Position “kids as producers” who strengthen their communities through their hands-on contributions.
5. Tap into current public support for life-long learning and engagement.
6. Clarify our terms with grassroots organizations and diverse stakeholders.
7. Create after-school champions, such as celebrities, CEOs, and other civic leaders.
8. Aim to feature After-School on a TV series or in a popular film.
9. Learn from Early Childhood campaign to redefine itself (child care to early education), prove its impact, engage corporations, and secure funding.

POLICY

Two focus groups discussed the issue of public policy and how we make the case for a new vision of out-of-school learning on the local, state and national level. Discussions focused on funding, partnerships, evaluation, measurement and more.

Current Barriers

1. Turf wars prevent coalitions. The after-school sector lacks a united message and vision.

2. Schools see After-School as “extra” and a drain on “their” money.
3. After-School is not recognized as a solution to the big challenges facing the country, such as the achievement gap and workforce skills gap.

Priority Actions

1. Create funding streams to invest in and scale up exemplary models and programs. Pursue non-traditional

funding streams such as public-private partnerships and public non-education streams. “Position yourselves in terms of the economic divide – After-School will not be funded because you’re always after the schools budget.”

2. Build coalitions to expand existing funding sources, such as 21st century community learning centers.



PRACTICE

Two focus groups discussed the issue of building the practice of out-of-school programming and delivery. Much of the discussion focused on quality, and the need to define goals, outcomes, professional development needs, wages and benefits, facilities and more.

Current Barriers

1. Difficulties in attracting and keeping talented staff due to low compensation, the part-time nature of the job, and inadequate staff development.
2. Limited resources.
3. Decentralized provider system, including wide diversity of programs and program goals. Many programs lack clear outcome goals.
4. Lack of research on models that work. Low institutional capacity and willingness to adopt best practices. Limited mechanisms for scaling up successful models.
5. Competing needs of parents, kids, and school administrators.

Priority Actions

1. Identify characteristics of dynamic, high-quality programs, including a realistic cost model. Develop tools, models, and expertise from programs and sites shown to work. Develop baseline standards and accountability metrics that can be tailored to individual program goals.
2. Build a culture of continuous improvement and the expectation that every after-school program has a theory of change, theory of action, and clear metrics to measure progress against goals. "All practitioners should see themselves as researchers."
3. Spread and replicate high-quality organizations and best practices. Use cross-program evaluation results to identify and amplify high-performing models and tools.
4. Enlist teachers and school staff as resources in after-school programs. Engage community volunteers and specialized staff, such as expert literacy coaches to work with staff.
5. Train and certify after-school teachers with respect to 21st century skills and other after-school teaching objectives.
6. Elevate the expectations of parents from After-School as a safe space with homework help, to a learning forum for critical work and life skills.

POLICY (cont'd)

3. Position After-School as a solution to other larger economic and social problems. Connect After-School outcomes with jobs, citizenry, community, and bridging divides. "After-School can help lead a re-inauguration of civic life and national identity. It's not just about kids or student skills."
4. Prove the case for After-School through rigorous research on its impact.

- Focus on multi-faceted achievement over time and on social costs.
5. Business executives take a leadership role in the national dialogue and within their own corporations and communities. Corporations receive tax breaks and other incentives for their employees to volunteer in After-School programs.
6. Form alliances and networks between all stakeholders. In addition to

- businesses, schools, parents, and researchers, participants suggested faith-based organizations, unions, Republican women's groups, NEA, AARP, NRTA, celebrities, and ed-school alumni.
7. Invite public officials and businesspeople to visit after-school programs.
8. Build upon state frameworks and networks.

CONFERENCE PARTICIPANTS

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Ian Bowles Commonwealth Magazine MassINC	Jane Feinberg Independent Writer/Producer	Barbara Hall Adult Literacy Media Alliance	Stuart Langton Stuart Langton and Associates	Richard J. Murnane Harvard Graduate School of Education	Shirley Sagawa sagawa/jospin	David Wallace Technology Daily
Tracy Breslin Harvard Business School	Marsha Feinberg Consultant	Charlie Harrington The EDGE Program	Carla J. Lee Martin Luther King Jr., Community Center, Inc	Rayshaun Murray Citizen Schools	Maria Sanchez American Savings Foundation	Yusi Wang Citizen Schools
Roger Brown Bright Horizons	Dr. Edward Fergus National Technical Assistance Center for Community Schools	Larry Harris, Jr. United Leaders	Mary Kay Leonard United Way of Massachusetts Bay	Sherif Nada Fidelity Brokerage (retired)	John Hoang Survey City Year	Charles Warner Common Good Ventures
Andrew L. Bundy Community Matters	Elaine Fersh Community Matters	Dr. Adrian Haugabrook Citizen Schools	Betsy Lipson Karyo Communications	Vernon E. Nelson BELL - Building Educated Leaders for Life	Lisa Schorr Project HEALTH	J. Curtis Warner, Jr. Berklee College of Music
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Lynn D'Ambrose Nellie Mae Education Foundation	Chris Gabrieli Massachusetts 2020	Rosabeth Moss Kanter Harvard Business School	Peter McWalters Rhode Island Department of Elementary and Secondary Education	Dan Restuccia Citizen Schools	Pamela Stevens Time Warner Foundation	Jennifer Wood Rhode Island Department of Elementary and Secondary Education
William L. Dandridge, Ed. D. Lesley University	Ellen Galinsky Families and Work Institute	Susan Kaplan WFCR	Hersilia Mendez The Children's Aid Society	Ned Rimer Citizen Schools	David Stollow Citizen Schools	
Lisa Dare Harvard Business School	Diane Genco New Jersey School- Age Care Coalition	Kenneth R. Kay Partnership for 21st Century Skills		Christine Robinson Stillwaters Consultation	Tony Streit Educational Development Center, Inc.	
Jennifer Davis Massachusetts 2020	Laura Gersch Citizen Schools			Fran Rodgers WFD Consulting		
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